

BUFFALO ELEMENTARY

733 Main Street
Buffalo, SC 29321

GRADES K-4 Elementary School

ENROLLMENT 571 Students

PRINCIPAL Melissa Inman 864-429-1730

SUPERINTENDENT Thomas White 864-429-1740

BOARD CHAIR Jane Hammett 864-427-7081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	47	44	3	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Excellent	N/A
2003	Good	Average	No
2004	Good	Unsatisfactory	No

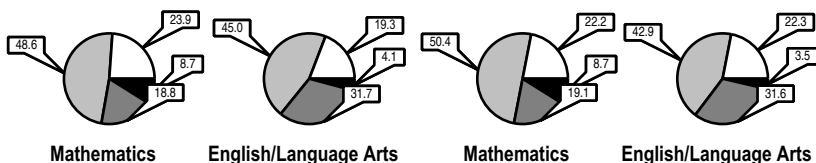
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

55.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	223	99.6	19.3	45.0	31.7	4.1	50.5	Yes	Yes
Gender									
Male	116	99.1	22.3	46.4	27.7	3.6	43.8		
Female	107	100.0	16.0	43.4	35.8	4.7	57.5		
Racial/Ethnic Group									
White	129	100.0	11.0	42.5	40.2	6.3	61.4	Yes	Yes
African-American	93	98.9	31.1	48.9	20.0	0.0	34.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	168	99.4	9.8	44.8	39.9	5.5	62.0		
Disabled	55	100.0	47.3	45.5	7.3	0.0	16.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	223	99.6	19.3	45.0	31.7	4.1	50.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	223	99.6	19.3	45.0	31.7	4.1	50.5		
Socio-Economic Status									
Subsidized meals	145	99.3	27.1	50.7	22.1	0.0	35.7	Yes	Yes
Full-pay meals	78	100.0	5.1	34.6	48.7	11.5	76.9		

Mathematics - State Performance Objective = 15.5%									
All Students	223	99.6	23.5	48.8	18.9	8.8	39.2	Yes	Yes
Gender									
Male	116	99.1	21.6	54.1	17.1	7.2	36.9		
Female	107	100.0	25.5	43.4	20.8	10.4	41.5		
Racial/Ethnic Group									
White	129	100.0	12.6	48.0	25.2	14.2	54.3	Yes	Yes
African-American	93	98.9	39.3	50.6	9.0	1.1	16.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	168	100.0	17.2	49.1	22.1	11.7	47.9		
Disabled	55	98.2	42.6	48.1	9.3	0.0	13.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	223	99.6	23.5	48.8	18.9	8.8	39.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	223	99.6	23.5	48.8	18.9	8.8	39.2		
Socio-Economic Status									
Subsidized meals	145	99.3	31.7	52.5	12.9	2.9	25.9	Yes	Yes
Full-pay meals	78	100.0	9.0	42.3	29.5	19.2	62.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	131	100.0	13.7	41.1	39.5	5.6	45.2
	Grade 4	110	100.0	19.2	54.8	26.0	N/A	26.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	105	100.0	17.1	41.0	34.3	7.6	41.9
	Grade 4	118	99.2	20.7	50.0	28.4	0.9	29.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	131	100.0	16.1	58.1	20.2	5.6	25.8
	Grade 4	110	100.0	9.6	54.8	22.1	13.5	35.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	105	99.1	25.0	52.9	16.3	5.8	22.1
	Grade 4	118	100.0	21.4	46.2	20.5	12.0	32.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 571)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.1%	Up from 0.2%	3.1%	2.7%
Attendance rate	96.3%	No change	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.7%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.2%		3.8%	3.5%
Eligible for gifted and talented	18.1%	Up from 14.7%	12.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.3%	Up from 10.1%	9.5%	8.2%
Older than usual for grade	0.9%	Down from 1.0%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	68.3%	Up from 57.4%	49.0%	51.4%
Continuing contract teachers	92.7%	Up from 87.2%	88.7%	87.5%
Highly qualified teachers**	100.0%	N/A	95.5%	95.0%
Teachers with emergency or provisional certificates	2.6%		0.0%	0.0%
Teachers returning from previous year	90.4%	Up from 89.9%	86.0%	86.7%
Teacher attendance rate	94.1%	Down from 95.3%	94.5%	94.9%
Average teacher salary	\$41,273	Up 3.2%	\$40,091	\$40,760
Prof. development days/teacher	18.4 days	Up from 14.6 days	12.6 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 18.3 to 1	19.0 to 1	18.9 to 1
Prime instructional time	87.7%	Down from 90.2%	89.4%	90.0%
Dollars spent per pupil*	\$4,688	Up 7.1%	\$5,756	\$6,044
Percent of expenditures for teacher salaries*	66.4%	Down from 69.6%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 94.3%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The goal of Buffalo Elementary School is to ensure that each child achieves his or her potential through diverse and challenging educational experiences, thus providing a foundation for lifelong learning. Our theme for the year was, "Go Fish! Fresh Ideas Start Here." We feel that we have made significant progress in the areas of our school goals and academic progress in the 2003-2004 school year.

During the 2003-2004 school year, we were able to fully implement our SC READS Grant along with the SC Tutorial Assistance Subgrant. One hundred percent of our faculty and staff were directly involved in this program, allowing for substantial growth in their professional knowledge. Our onsite Family Literacy Center continued to serve families with a high quality, intensive, integrated instructional program that promoted adult literacy and empowered parents to support the educational growth of their children. Teachers, administrators, faculty, students, parents and community continue to work toward the common goal of meeting the diverse needs of our changing world.

Other successes at Buffalo Elementary include: Recipient of SC School Boards Association Award - Saluting Student Success for Reading with the Jackets, Palmetto Silver Award Winner, an after school tutorial program for students scoring Below Basic on PACT, Read a Loud Program through community volunteers, Read with Mrs. Inman, an active School Improvement Council and PTA, two teachers received National Board Certification, one hundred percent of the students made the Governor's Reading Honor Roll, students raised over \$5000.00 for the American Heart Association, students read over 40,000 books.

We are proud to have such a dedicated team of students, parents, community leaders and faculty and staff who all work together to make Buffalo Elementary the best that it can be!

Sherry Johnson, School Improvement Council Chair
Melissa Inman, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	109	67
Percent satisfied with learning environment	97.7%	95.3%	97.0%
Percent satisfied with social and physical environment	97.7%	92.6%	92.5%
Percent satisfied with home-school relations	95.5%	95.4%	89.4%

*Only students at the highest elementary school grade level at this school and their parents were included.